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NEW BOOKS.

Diary and Time Saver for 1911. Chicago: Laird and Lee. 25 cents.

A very useful and inexpensive diary, better than some that cost twice as much.

Principles of Education. By F. E. BOLTON. New York: Charles Scribner's Sons. Pp. 790 + 22. \$3.00.

This book is the outgrowth of the author's experience in teaching, and this fact gives it something of a practical flavor. The aim has been to relate the science of education to the affairs of everyday life by underlying principles. The study of education should and does give new and helpful interpretations of life which every parent as well as every teacher should know, and they will find this one of the best of the recent books on the subject.

Another aim has been to collect and digest the great body of literature on the subject and present the essential elements in a suitable form for beginners. This is done with abundant details and illustrations. The question of educational values, formal discipline and other fields of uncertain ground have been treated with care and for the most part without prejudice, though it would seem that at points too much value is placed upon the results of too few experiments.

The book is divided into twenty-eight chapters covering a wide range of topics and has a very good index.

One great need to-day for teachers is to get a broader view of life and education and the reading of such books as this will do much towards that end.

The Teacher and the School. By CHAUNCEY P. COLGROVE. New York: Charles Scribner's Sons. Pp. 427. \$1.25.

This book is written for those who desire to become good teachers. The author starts with the premise that teachers must know what they teach, how to teach, and whom they teach; and proceeds to give a systematic outline of the teacher's work along its many lines. No teacher can fail to be helped by reading the book.

Essentials of Calculus. By E. J. TOWNSEND and G. A. GOODENOUGH. New York: Henry Holt and Company. Pp. 367.

This book is intended to meet the needs of those classes that devote three hours a week for a year to the subject. Differentiation and integration are treated more or less side by side, and the fundamental principles are developed by means of the theory of limits. Throughout emphasis is placed on practical applications and the student is early brought in touch with the usefulness of the subject.